

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-04-07-03-0014

Grade Range : 9-12

Name: Great Neck South High School

Principal: Randolph H. Ross

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	258	274	290
Tenth	275	255	281
Eleventh	273	270	246
Twelfth	268	278	269
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1074	1077	1086

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	199	18.5%	248	23.0%	279	25.7%
Black (Not Hispanic)	33	3.1%	39	3.6%	41	3.8%
Hispanic	89	8.3%	82	7.6%	80	7.4%
White (Not Hispanic)	753	70.1%	708	65.7%	686	63.2%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	25	23
Mathematics Grade 10	19	23	15
Science Grade 10	20	0	27
Social Studies Grade 10	24	24	23

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	35	3.3%	40	3.7%	38	3.5%
Eligible for Free Lunch	28	2.6%	40	3.7%	35	3.2%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.9%		95.7%		94.5%
Student Suspensions	24	2.2%	34	3.2%	22	2.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.6%	2.7%	3.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	92%	95%	100%

Staff Counts

Staff	2002–2003
Total Teachers	107
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	223	193	87%	229	208	91%	238	218	92%
Students with Disabilities	33	14	42%	28	13	46%	32	9	28%
All Students	256	207	81%	257	221	86%	270	227	84%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	233	20	0	1	3	13
Percent	86%	7%	0%	0%	1%	5%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
32	9	0	32

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			0		0	
	Entered GED Program*			4		0	
	Total Noncompleters			4		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		1	
	Total Noncompleters			0		1	
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	3	0.3%	4	0.4%	1	0.1%
	Total Noncompleters	3	0.3%	4	0.4%	1	0.1%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	1	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	17	94%	12	100%	8	100%
Science	18	67%	10	80%	10	70%
Reading	3	#	8	100%	5	100%
Writing	6	100%	1	#	0	0%
Global Studies	11	64%	4	#	4	#
U.S. Hist & Gov't	17	59%	2	#	6	50%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	277	259	245	32	26	28
Number Scoring 55–100	271	258	236	30	26	25
Number Scoring 65–100	267	250	231	27	19	22
Number Scoring 85–100	221	185	166	7	6	6
Percentage of Tested Scoring 55–100	98%	100%	96%	94%	100%	89%
Percentage of Tested Scoring 65–100	96%	97%	94%	84%	73%	79%
Percentage of Tested Scoring 85–100	80%	71%	68%	22%	23%	21%
Mathematics A						
Number Tested	0	130	32	0	26	8
Number Scoring 55–100	0	115	27	0	19	7
Number Scoring 65–100	0	103	23	0	14	4
Number Scoring 85–100	0	23	7	0	1	2
Percentage of Tested Scoring 55–100	0%	88%	84%	0%	73%	88%
Percentage of Tested Scoring 65–100	0%	79%	72%	0%	54%	50%
Percentage of Tested Scoring 85–100	0%	18%	22%	0%	4%	25%
Mathematics B (first administered June 2001)						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	264	235	284	36	28	26
Number Scoring 55–100	262	235	279	34	28	25
Number Scoring 65–100	256	227	275	28	23	23
Number Scoring 85–100	175	134	206	5	4	9
Percentage of Tested Scoring 55–100	99%	100%	98%	94%	100%	96%
Percentage of Tested Scoring 65–100	97%	97%	97%	78%	82%	88%
Percentage of Tested Scoring 85–100	66%	57%	73%	14%	14%	35%
U.S. History and Government (first administered June 2001)						
Number Tested	275	266	245	33	30	27
Number Scoring 55–100	263	265	244	25	30	27
Number Scoring 65–100	252	255	237	15	24	21
Number Scoring 85–100	206	164	190	2	5	9
Percentage of Tested Scoring 55–100	96%	100%	100%	76%	100%	100%
Percentage of Tested Scoring 65–100	92%	96%	97%	45%	80%	78%
Percentage of Tested Scoring 85–100	75%	62%	78%	6%	17%	33%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	227	242	266	20	26	25
Number Scoring 55–100	227	242	264	20	26	24
Number Scoring 65–100	227	241	262	20	25	23
Number Scoring 85–100	129	153	173	3	4	3
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	96%
Percentage of Tested Scoring 65–100	100%	100%	98%	100%	96%	92%
Percentage of Tested Scoring 85–100	57%	63%	65%	15%	15%	12%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	137	141	144	20	23	27
Number Scoring 55–100	137	140	143	20	22	26
Number Scoring 65–100	133	139	141	17	21	26
Number Scoring 85–100	81	85	96	8	6	13
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	96%	96%
Percentage of Tested Scoring 65–100	97%	99%	98%	85%	91%	96%
Percentage of Tested Scoring 85–100	59%	60%	67%	40%	26%	48%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		199	218		8	5
Number Scoring 55–100		195	217		8	5
Number Scoring 65–100		178	212		8	5
Number Scoring 85–100		48	90		1	0
Percentage of Tested Scoring 55–100		98%	100%		100%	100%
Percentage of Tested Scoring 65–100		89%	97%		100%	100%
Percentage of Tested Scoring 85–100		24%	41%		12%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	52	29	31	0	0	0
Number Scoring 55–100	52	29	31	0	0	0
Number Scoring 65–100	52	29	31	0	0	0
Number Scoring 85–100	41	22	22	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	79%	76%	71%	0%	0%	0%
Comprehensive Italian						
Number Tested	3	3	4	0	0	0
Number Scoring 55–100	#	#	#	0	0	0
Number Scoring 65–100	#	#	#	0	0	0
Number Scoring 85–100	#	#	#	0	0	0
Percentage of Tested Scoring 55–100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	#	#	#	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	19	4	7	0	1	0
Number Scoring 55–100	19	#	7	0	#	0
Number Scoring 65–100	19	#	6	0	#	0
Number Scoring 85–100	16	#	4	0	#	0
Percentage of Tested Scoring 55–100	100%	#	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	#	86%	0%	#	0%
Percentage of Tested Scoring 85–100	84%	#	57%	0%	#	0%
Comprehensive Spanish						
Number Tested	164	156	154	1	12	11
Number Scoring 55–100	164	154	154	#	11	11
Number Scoring 65–100	162	154	152	#	11	10
Number Scoring 85–100	139	109	112	#	5	6
Percentage of Tested Scoring 55–100	100%	99%	100%	#	92%	100%
Percentage of Tested Scoring 65–100	99%	99%	99%	#	92%	91%
Percentage of Tested Scoring 85–100	85%	70%	73%	#	42%	55%
Comprehensive Latin						
Number Tested	14	16	20	0	1	0
Number Scoring 55–100	14	16	20	0	#	0
Number Scoring 65–100	14	16	20	0	#	0
Number Scoring 85–100	14	16	19	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	100%	100%	95%	0%	#	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	243	253	19	25	24	3
Number Scoring 55–100	232	243	13	20	22	#
Number Scoring 65–100	221	229	11	17	18	#
Number Scoring 85–100	154	157	4	5	4	#
Percentage of Tested Scoring 55–100	95%	96%	68%	80%	92%	#
Percentage of Tested Scoring 65–100	91%	91%	58%	68%	75%	#
Percentage of Tested Scoring 85–100	63%	62%	21%	20%	17%	#
Sequential Mathematics, Course III						
Number Tested	246	217	250	0	14	17
Number Scoring 55–100	242	197	228	0	12	16
Number Scoring 65–100	237	184	211	0	10	11
Number Scoring 85–100	160	131	136	0	5	4
Percentage of Tested Scoring 55–100	98%	91%	91%	0%	86%	94%
Percentage of Tested Scoring 65–100	96%	85%	84%	0%	71%	65%
Percentage of Tested Scoring 85–100	65%	60%	54%	0%	36%	24%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	5	100%	0	0%	0	0%
Students with Disabilities	6	100%	0	0%	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	221	221	221	28	28	28	249	249	249
Number Scoring 55–64	0	1	1	4	4	2	4	5	3
Number Scoring 65–84	55	66	53	18	16	15	73	82	68
Number Scoring 85–100	165	152	167	4	6	3	169	158	170
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)